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ABSTRACT

This project funded under Elementary Secondary Education Act Title I, was designed to improve the mathematics skills of 328 males and females serving prison sentences or awaiting trial in the Rikers Island Penitentiary. For the male population exclusively, the project was designed to improve reading skills and English usage and comprehension. The project supplemented the regular instructional program in mathematics and reading by providing remediation and tutoring in these areas. The project established a mathematics laboratory in the women's prison, and a reading laboratory, three classes in English as a second language, a cloth cutting and spreading class emphasizing the application of reading and mathematics skills in a vocational area, and an educational guidance program in the men's prison. The inmates ranged in age from 16 to 21 years. Two of the evaluation objectives were achieved at a significant level: that is, as a result of participation in the reading and mathematics components of the program, the reading and mathematics grades of students showed a significant difference between the real post test score and the anticipated post test score. The evaluation objective dealing with improving the language facility of students who participated in the English as a second language component of the program was achieved by 64% of the participants, who either improved or received the highest possible rating in the area of English speaking ability. Eighty-five percent of the participants achieved success in the area of English comprehension. (Author/AM)

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EVALUATION REPORT

Function No. B/E 09-51695
School District 75

PROGRAM FOR ADOLESCENTS (MALE AND FEMALE) IN CORRECTIVE INSTITUTIONS-RIKERS ISLAND

Evaluation Period
September, 1974 to June, 1975 inclusive

Prepared by
Shirley A. Griggs, EdD

U S DEPARTMENT OF HEALTH
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An evaluation of a New York City School District educational project funded under Title 1 of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed for the Board of Education of the City of New York for the 1974-75 school year.

Dr. Anthony J. Polemeni, Director

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CHAPTER 1: THE PROGRAM

This project was designed to accommodate 328 young men and women, who were either serving prison sentences or awaiting trial in the Rikers Island Penitentiary. Public School 189X, within the Men's House of Detention, was designed for 268 sentenced and remanded inmates. Public School 233X, within the Women's House of Detention, planned to serve 60 women through the project. These inmates ranged in age from 16 to 21 years of age. These young people voluntarily elected to attend school during their confinement: other options, such as Manpower Training and prison employment were available.

Virtually the entire adolescent population on Rikers Island is educationally and culturally deprived. The men selected for the reading and mathematics components of the project scored between 3.0 and 6.0 on the Wide Range Achievement Test and the women scored within the same range on The Adult Basic Learning Examination. The pupils selected for instruction using English as a second language were either non-English speaking or had a language other than English as their dominant language.

The purpose of this project was to improve the mathematics skills of both the male and female population. For the male population exclusively, the project was designed to improve reading skills and English usage and comprehension. The project supplemented the regular tax levy instructional

program in mathematics and reading by providing remediation and tutoring in these areas.

Specifically, the objectives of the project are listed as follows:

1. To provide a remedial reading program so that male students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

2. To provide a remedial mathematics program so that male and female students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

3. To provide a program in English as a second language so that male students will improve in their English language facility as determined by the A - F rating scale.

The project established a mathematics laboratory in the women's prison, staffed by a mathematics teacher and a student aide. In the men's prison, the project established reading and mathematics laboratories, three classes in English as a second language, a cloth cutting and spreading class, emphasizing the application of reading and mathematics skills in a vocational area, and an educational guidance program. The scheduling of classes ranged from two to four hours weekly in these areas. The staffing in the men's division consisted of two reading and mathematics teachers, three English as a second language teachers, one vocational training teacher, two guidance counselors, and a secretary.

The project was operational from September 1, 1974 through June 30, 1975.

CHAPTER II: EVALUATIVE PROCEDURES

There were four objectives of evaluation, which are listed as follows:

1. As a result of participation in the reading component of the Program for Adolescents in Corrective Institutions, the reading grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

2. As a result of participation in the mathematics component of the Program for Adolescents in Corrective Institutions, the mathematics grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

3. As a result of participation in the English as a second language component of the program, students will improve at least one scale point in their English language facility as determined by the A-F scale developed by the New York City Board of Education for rating pupils' ability to use the English language.

4. To determine the extent to which the program is implemented, and the extent to which the program conforms to the description in the program proposal.

All subjects who participated in the program for a minimum of one month were tested. The pre-testing date was September 20, 1974 and the post-testing date was May 6, 1975. However, the inmate population fluctuated during the academic year, so that pre- and post-testing of inmates, whose confinement was of short duration, was conducted on an ongoing basis.

It should be noted that the proposal specified a target population of 328, including 268 men and 60 women. During the ten months in which the program was in operation, 437 participants were served, including 350 men and 87 women.

The length of enrollment in the program ranged from a few days for some participants to the entire ten months for others. The mean treatment length was three and one-half months. It was impossible to post-test a substantial number of the participants, particularly those who were awaiting trial. Therefore, complete test data were obtained for only 226 participants, including 176 men and 50 women.

The instruments used during both testing periods included the Wide Range Achievement Test in reading and mathematics for men, the Adult Basic Learning Examination in mathematics for women, and the A-F Rating Scale in English usage and comprehension.

Historical regression analysis was used to determine the predicted post-test group score, and the correlated t-test was used to test for significant differences between the group predicted post-test mean and the actual post-test mean of the group.

CHAPTER III: FINDINGS

The first evaluation objective stated: "As a result of participation in the reading component of the project, the reading grade of the students will show a significant difference between the real post-test score and the anticipated post-test score." Data analysis revealed that, for the 176 men who were tested in this component of the project, the t-ratio was 16.339 ($p \leq .001$), based on pre- and post-test scores on the Wide Range Achievement Test.

The second evaluation objective stated: "As a result of participation in the mathematics component of the project, the mathematics grade of the students will show a significant difference between the real post-test score and the anticipated post-test score." Data analysis revealed that, for the 176 men who were tested in this component of the project, the t-ratio was 14.301 ($p \leq .001$), based on the pre- and post-test scores on the Wide Range Achievement Test. For the 50 women in the mathematics project, the t-ratio was 3.109 ($p \leq .01$), based on the pre- and post-test scores on the Adult Basic Learning Examination.

The third evaluation objective stated: "As a result of participation in the English as a second language component of the project, students will improve at least one scale point in their English language facility as determined by the A-F scale for rating pupils' ability to use the English language." Table 1 shows the status changes of students from initial to final testing, as indicated on the A-F scale for Speaking Ability. Among the 104 male adolescents, who

TABLE 1

Status Changes of Student Participants from Initial to Final Testing as Indicated on the A-F Scale for Speaking Ability

Initial Score	Ratings No.	Improving No.	%	No Change No.	%	Poorer No.	%
A	37	0	0	37	36	0	0
B	26	0	0	26	25	0	0
C	37	25	24	12	11	0	0
D	2	2	2	0	0	0	0
E	1	1	1	0	0	0	0
F	1	1	1	0	0	0	0
Total	104	29	28	75	72	0	0

participated in this component of the program, 29 students or 28 percent improved; 75 students or 72 percent showed no change; and no participants scored poorer on the final testing. It should be noted that participants initially rated "A" could not improve, since they originally received the highest rating. In spite of high ratings, these students were included in the project because English was their second language. Therefore, 64 percent of the participants in the project either improved or received the highest possible rating in English speaking ability. However, 38 students or 36 percent did not meet the evaluation objective. Table 2 shows the status changes of student participants from initial to final testing as indicated on the A-F scale for English comprehension. Among the 104 male adolescents, 45 students or 43 percent improved; 59 students or 57 percent showed no change; and no participants scored poorer on the final testing. Again, it should be noted that it was not possible for an initially rated "A" participant to improve. Therefore, 85 percent of participants in the project either improved or received the highest possible rating in English

TABLE 2

Status Changes of Student Participants from Initial to Final Testing as Indicated on the A-F Scale for English Comprehension

Initial Score	Ratings No.	Improving No.	Improving %	No Change No.	No Change %	Poorer No.	Poorer %
A	44	0	0	44	42	0	0
B	34	22	21	12	12	0	0
C	24	21	20	3	3	0	0
D	0	0	0	0	0	0	0
E	1	1	1	0	0	0	0
F	1	1	1	0	0	0	0
Total	104	45	43	59	57	0	0

comprehension, while 15 percent did not meet the evaluation objective.

The fourth evaluation objective stated: "To determine the extent to which the program is implemented, and the extent to which the program conforms to the description in the program proposal." The program implementation paralleled the program proposal in terms of the dates of operation, staff, objectives, equipment, activities, and instrumentation. The only major deviation from the proposal was in terms of the target population. As discussed in Chapter II, the proposal specified a target population of 328. During the ten months in which the program was in operation, 437 participants were served. It is impossible to accurately predict the target population within a detention institution nor to secure pre- and post-test data on inmates whose stay is for a very brief duration. Therefore, test data included only those participants who were enrolled in the program for a month or more, a total of 226 participants.

The facilities were generally adequate. The materials

used in the reading and mathematics components were limited. There was a lack of student workbooks, educational games, and manipulative materials in the mathematics laboratories. The reading laboratory was equipped with software but there were no controlled readers nor hardware materials.

Recommendations from the 1973-74 evaluation study for the Women's House of Detention Program were as follows:

1. The needs of the female inmates strongly suggest that follow-up educational and counseling activities in communities to which these students return after release, would assist them in readjustment to their communities.

2. Extension of school program beyond the 3 p.m. deadline. Many female inmates who would benefit from programs need to work during school hours to earn enough to supply small luxuries. Flexibility of scheduling and allocation of personnel would benefit many of these working inmates.

Neither of these recommendations was implemented during the current evaluative period due to restrictions in the Title 1 guidelines in terms of supporting off-island guidance services and fiscal limitations in providing after school services.

Recommendations from the 1973-74 evaluation study for the Men's House of Detention Program were as follows:

1. Increasing numbers of men who are not fluent in English are being sentenced to the Men's House of Detention. To handle this changing inmate population, the addition of new bilingual and/or English as a second language teachers would be advisable.

2. Mechanisms for allowing both male and female students to attend class without loss of monies earned to prison jobs would greatly increase the attractiveness of attending school. Perhaps a released time could be arranged in school.

The first recommendation was implemented by adding an English

as a second language component to the program, staffed by three teachers and accommodating 104 students. A limited budget for the Department of Corrections restricted the implementation of the second recommendation.

CHAPTER IV

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Two of the evaluation objectives were achieved to a significant extent: that is, as a result of participation in the reading and mathematics components of the program, the reading and mathematics grades of students showed a significant difference between the real post-test score and the anticipated post-test score. The evaluation objective, dealing with improving the language facility of students who participated in the English as a second language component of the program, was achieved by 64 percent of the participants, who either improved or received the highest possible rating, in the area of English speaking ability and 85 percent of the participants in the areas of English comprehension. Lastly, the program implementation paralleled the program proposal. Therefore, based upon the extent to which the evaluation objectives were achieved, it is strongly recommended that the program be recycled.

Site visits to the project, together with the recommendations of the previous evaluative period, pointed out that the program could be strengthened if the following recommendations are considered:

1. Presently, there is no guidance counselor in the Women's House of Detention. The creation of a guidance counselor position would coordinate the program in terms of testing participants, placement, counseling, and follow-up of the women after

their release in terms of developing liason contacts in the community.

2. The reading laboratory is equipped with software kits and reading packets, containing content material which is of limited relevance to the participants. Budgeting for hardware, such as controlled readers, cassette tape programmed materials, etc., would provide an additional learning modality.
3. The mathematics laboratory is presently using teacher-made materials, which involves duplication. The budget should be expanded to include provision for student workbooks, educational games which are math-oriented, and other creative, manipulative materials.

Use Table 30A. for Historical Regression Design (6-Step Formula) for Reading (English); Math (English); Reading (Non-English); Math (Non-English).

30A. Standardized Test Results.

In the Table below, enter the requested information about the tests used to evaluate the effectiveness of major project components/activities in achieving desired objectives. This form requires means obtained from scores in the form of grade equivalent units as processed by the 6 step formula (see District Evaluator's Handbook of Selected Evaluation Procedures, p. 45-49). Before completing this table, read all footnotes. Attach additional sheets if necessary. [49]

Component Code	Activity Code	Test Used[1]	Form		Level		Total N[2]	Group I.D.[3]	Number Tested[4]	Pretest		Predicted Posttest Mean	Actual Posttest		Statistical Data		
			Pre	Post	Pre	Post				Date	Mean		Date	Mean	Obtained Value of t	Level of significance[5]	
6 0 9 1 6	7 2 0	WRAT	A	B	I	II	350	Grade 10-12	176	9/74	4.44	4.58	5/75	4.98	14.301	p≤.001	P.S.189X
6 0 8 1 6	7 2 0	WRAT	A	B	I	II	350	Grade 10-12	176	9/74	4.47	4.60	5/75	4.60	16.339	p≤.001	P.S 189X
6 0 9 1 6	7 2 0	ABLE	A	B	I	II	87	Grade 10-12	50	9/74	4.51	4.66	5/75	5.03	3.109	p≤.01	P.S.233X

1/ Identify the test used and year of publication (MAT-58, CAT-70, etc.).
2/ Total number of participants in the activity.
3/ Identify the participants by specific grade level (e.g., grade 3, grade 5). Where several grades are combined, enter the last two digits of the component code.
4/ Total number of participants included in the pre and posttest calculations.
5/ Specify level of statistical significance obtained (e.g., $p \leq .05$; $p \leq .01$).

(attach to MIR, item #30) Function # B/E 09-51695

In this table enter all Data Loss information. Between MIR, item #30 and this form, all participants in each activity must be accounted for. The component and activity codes used in completion of item #30 should be used here so that the two tables match. See definitions below table for further instructions.

Component Code	Activity Code	(1) Group I.D.	(2) Test Used	(3) Total N	(4) Number Tested/ Analyzed	(5) Participants Not Tested/ Analyzed		(6) Reasons why students were not tested, or if tested, were not analyzed	
						N	%		Number/ Reason
60916	720	Grade 10-12	WRAT	350	176	174	49.7	Left the program after less than one month of participation	174
60816	720	Grade 10-12	WRAT	350	176	174	49.7	Left the program after less than one month of participation	174
60916	720	Grade 10-12	ABLE	87	50	37	42.5	Left the program after less than one month of participation	37

(1) Identify the participants by specific grade level (e.g., grade 3, grade 9). Where several grades are combined, enter the last two digits of the component code.
(2) Identify the test used and year of publication (MAT-70, SDAT-74, etc.).
(3) Number of participants in the activity.
(4) Number of participants included in the pre and posttest calculations found on item#30.
(5) Number and percent of participants not tested and/or not analyzed on item#30.
(6) Specify all reasons why students were not tested and/or analyzed. For each reason specified, provide a separate number count. If any further documentation is available, please attach to this form. If further space is needed to specify and explain data loss, attach additional pages to this form.